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ABSTRACT

Exclusive reliance on objective testing focuses students' attention too narrowly on memorization and rote answers to complex problems. Grades become supreme ends; learning, merely a by-product. Since students learn best when asked to verbalize, analyze, and synthesize their ideas, a grading system was implemented in a social science course at Miami-Dade Community College (Florida) which would encourage analysis and learning from different sources. Students could earn up to five points a week on objective tests, and up to four points a week on written reports. In addition to textbook assignments, students received lists of audio tapes, movies, television documentaries, and articles which could be reviewed. Grading of review was based on the extent the student wrote in his own words, the care he took in writing, and the way he related material to academic ideas and personal experience. Results of a questionnaire found student attitudes positive toward the course, the grading system, and especially toward the variety of ways points could be earned. Although care must be taken to insure the quality of the outside sources and the reports themselves, the new system adds flexibility to course curriculum, encourages optimism toward success in the course, and focuses attention on understanding rather than memorization of ideas. Extensive tables of data are appended. (Author/NHM)

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REVISED SYSTEM OF EVALUATION

by

George H. Emerson, M.A.

Miami-Dade Community College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

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INTRODUCTION

This practicum is an attempt to over-ride limitations on learning and student motivation resulting from grading strictly on objective tests. An alternative way of grading is sought that permits learning from many sources, encourages use of analytical skills and application of course content.

BACKGROUND AND SIGNIFICANCE

What is sought is a means of evaluation that stimulates the process of learning. It is believed students learn best when asked to verbalize their feelings and analyze and synthesize their ideas. Learning is highly individual. Information offered in class will have effect on an individual only to the extent that he discovers the personal meaning of that information.

It is believed exclusive reliance on objective tests focuses students' attention too narrowly on the tasks of memorizing, seeking pre-existing answers to open questions, and avoiding involvement in the areas of interest to him.

Research indicates that while the effects of grades on educational processes are not clear, very often grades favor students for such qualities as sensitivity, compliance, and agreeableness more than for activities and attitudes that enhance learning. (Becker, et al., 1968, Warren, p. 71)

Grades often are used by students for social status and encourage a competitive spirit which raises anxiety levels for students. Grades become supreme ends; learning becomes a hoped-for-by-product. (Becker, et al., 1968) The important thing is to understand the grading game and play it for survival. (Birenbaum, 1969)

Students who are able to direct their own learning have a good chance to succeed, to play the game well. The community college serves a number of students who have failed at this game throughout their pre-college experience. (Cross, 1968)

A further objection to an extensive dependence on objective-type examination is that the freshman student in the first year of college is generally experimenting. He is expected to learn to adjust, think, try different courses and consider several careers. Instead of encouraging a search for autonomy, the student is faced with traditional grading, and often teaching, practices that force him to perform in a certain manner, if only temporarily, to earn a grade.

For teachers who wish to encourage application and comprehension skills, watching the student seek out "canned" answers is a discouraging experience. Admittedly the student often enters the class with much training in seeking the correct "canned" answer. However, Combs says ". . . whatever we do in the way of assessment of human beings necessarily

ccntrols attention, focuses behavior, and determines the goals that teachers (and students) seek." (Combs, 1968, p. 33)

PROCEDURE

A grading system that would encourage analysis and learning from different sources was implemented. Points were given for abstracts and for performance on achievement tests. (See Handout in Appendix)

The course was reorganized into six units. The student could earn up to five points a week on a test and up to four points a week on written reports. The student received a list of audio tapes, movies, television documentaries, articles, he might review for each unit, as well as assignments in the reader-textbook. Grading was based on extent the student wrote in his own words, the care he took in writing, and the way he related material to academic ideas and personal experience.

To handle the large class size, 79 students, in a relatively short six week term, a student assistant was hired by the department. She was an outstanding student who had taken the course previously. Both instructor and student assistant graded written work. Students were graded one point for average written work, two or even three points for above average thoughtful work. Below standard work was returned along with suggestions for revision. Assignment deadlines were strictly enforced. The revised course was

taught according to schedule.

Toward the end of the course the instructor prepared a questionnaire using a five point Likert scale. (See Questionnaire in Appendix.) It was intended to measure students' attitudes toward the course and new grading system. Feelings about the grading system, material available for review, feelings about whether the course allowed enough freedom to learn and encouraged the student to think, were studied. Also studied were feelings about teacher and student assistant and about the overall course.

Questionnaire items were revised for clarity. They were shown to a panel of experts consisting of Social Science Department members and assistant department chairman. The questionnaire was not pilot tested nor was cross tabulation with student population or was comparison with classes using more traditional grading systems carried out.

A PL/1 program designed by Dr. Lien-teh Lin was used for item analysis and data processing by the Testing Department of Miami-Dade Community College, North Campus. The program uses a card punch option, enabling the researcher to avoid scoring, coding, and punching hazards. It also makes available a variety of fundam ental information about the questionnaire used. The following output was obtained:

1. Frequency distributions of the number of

alternatives for each item.

2. An X^2 statistic to be used in comparing experimentally obtained sample distributions against the hypothesis of equal probability distribution;

3. Means, standard deviations, and bi-serial correlation coefficients;

4. An inter-scale correlation matrix, to be used to determine whether and to what extent relationships between items might exist;

5. Coefficient Alfa as computed from covariance matrix, a reliability estimate based on internal consistency.

RESULTS

Reliability using consistency of the revised evaluative questionnaire was measured by Coefficient Alfa. Coefficient Alfa as computed from covariance matrix was 0.604; this would seem to be high for an attitude instrument. The instrument as a whole is evidently fairly reliable.

Item analysis indicates a number of propositions subject to error of ambiguity. As seen in Table 1 (See Appendix) items numbers 3, 7, 9, 11, 12, 15, 16, 20, and 24 have a point biserial correlation coefficient (Pearson R) of 0.19 or less. Scores for these items fail to correlate highly with scores for those students who received high scale scores. Items with coefficients of 0.20 or better seem to be adequate for attitude surveys. (See Table 2, Appendix.)

It might be pointed out that item analysis does not seem to be as critical for the refinement of questionnaires as for refinement of cognitive tests.

Only two of the twenty-six items failed the null hypothesis test. At the .01 level of significance for four degrees of freedom (p = 13.3), itsem 7 and 12 do not diverge significantly from chance expectations. (Table 1)

The mean of the 48 scores was 88.25, standard deviation 9.80. The mode score was 92 and median score 90. (See Table 3, Appendix.) Wording of Likert scales was different for a few of the items. Most scales were worded 1, "not at all," 3, "somewhat," and 5, "very much." It is not believed the different wording of a few of the scales invalidates the instrument or overall student mean scores. A score of 104 would equal 4, between 3, "somewhat," and 5, "very much." A score of 75 would equal 3 on the Likert scale. According to Table 4 (Appendix) only five scores are below 75 and 21 fall between scores of 90-99.

The mean score of 88.25 and the large number of scores falling between the 89.5-99.5 area (See Table 4, Figure 1, Appendix) seem to indicate a favorable attitude toward the course. Items 2, 4, and 8 which call for students to state what they think about the course rated above "reasonably good" as shown below.

For these scales 1 was a "very poor course," 3 was "reasonably good," and 5, an "outstanding course."

	Biserial Correlation	Item Mean	SD	Chi-sq.
4. Compared to other courses that I have this course was	0.37	3.35	1.04	31.12
2. Overall rating of the course	0.23	3.06	1.04	50.56
8. From what I have heard of other past and present social science 101 classes, this class was	0.23	3.58	1.07	25.37

Which aspects of the course did students react to most favorably? Did planned changes produce desired results? The following analysis is based on items in Table 2 containing the 16 items that evidently discriminated between high and lower scores as measured by a point biserial correlation coefficient higher than 0.20. (Table 2) All items on the table also meet the Chi-Square test for significance at the 0.01 level.

Responses to items 17, 18, and 19, measuring attitude toward the instructor and student assistant showed positive judgments toward both:

	Biserial Correlation	Item Mean	SD	Chi-sq.
17. Having two teachers is better than one	0.31	3.88	1.23	42.83
18. Donna explained important ideas well	0.45	3.38	1.10	36.81
19. George explained important ideas well	0.32	4.08	0.90	31.79

Item mean scores are high. Reaction to item 17

indicates student assistant was regarded as an asset to the course. High point biserial correlation coefficients may indicate these items contributed significantly to positive attitudes regarding the course.

Propositions regarding the grading and whether the system provided variety received high item mean scores:

	Biserial Correlation	Item Mean	SD	Chi-sq.
6. The course allowed enough variety to choose from in earning points	0.51	4.44	0.85	65.54
23. I especially liked the grading system	0.51	3.67	1.45	17.42

Item 6, variety of ways to earn points, received highest item mean score of any item. It would seem the goal of providing freedom to learn from a variety of resources had been met.

Comments received from students seem to support the idea that freedom from depending on objective examinations for the entire grade contributes to motivation to learn. Comments received include "I applied myself," "can work at own rate," and "can get grade you want."

It should be noted that the Chi-Square score for item 23, "I especially liked the grading system," though significant at the 0.01 level, was the lowest Chi-Square in Table 2. Discussing this in terms of variance of total score with item variance is beyond the scope of this paper.

Examination of the inter-item correlation matrix (Table 5, see Appendix) shows items pertaining to instructors and variety of ways to earn points were moderately related. The following items, for example, correlate moderately with responses to 23, "I especially like the grading system":

5. The outside sources were the best part of the course (r =.48)
6. The course allowed enough variety to choose from in earning points (r = .53)
7. Abstracts should be graded on a higher scale (r = .42)
18. Donna explained important ideas and concepts well (r = .51)
19. George explained important ideas and concepts well (r = .44)
22. Donna's age affected me positively (r = .43)

$p < .05 = .38 \quad p < .01 = .49$

Optional material labeled "outside sources" that the student would review such as audio cassettes, and television documentaries were tried for the first time. Results seem to indicate further investigation of quality of these sources is necessary. Item mean scores are lower than for most other propositions:

	Biserial Correlation	Item Mean	SD	Chi-sq.
5. The outside sources were the best part of the course	0.39	2.77	1.21	21.79
25. I learned much more from the "outside options" than from assigned readings	0.23	2.52	1.24	18.67

The revised evaluation system was designed to encourage use of analytical and expressive abilities as well as application of concepts by the student. Two items were included to obtain student attitudes regarding these goals:

	Biserial Correlation	Item Mean	SD	Chi-sq.
26. Writing abstracts forces me to sit and think about what I have read	0.28	4.25	1.28	73.80
14. By writing summaries and reactions to the various articles and outside sources, I learned more than I would have by only listening, reading and taking tests	0.35	3.88	1.23	42.83

Item mean scores for both of the above items were high. This would seem to confirm the assumption that writing requires students to listen and understand better than if they were reviewing for an objective-type test, for which they tend to memorize. The assumption seems further strengthened by the fact that as the term ended students' written work had improved. Thoughts were expressed more frequently in the students' own words, and more effort seemed to be taken to relate concepts taught to students' own thoughts.

RECOMMENDATIONS

Continued use of the alternate system of evaluation is recommended. As shown by the questionnaire, students report satisfaction with such a system; they agree that enough variety in earning a grade is available and that written reports require greater understanding of material than if they were studying the material for an examination consisting of objective questions.

The statement on the questionnaire with the highest mean item score was, "The course allowed enough variety to choose from in earning points." This result is consistent with comments from students as well as observations on their attitudes toward the course that indicate students feel they have a chance in the course.

Optimism is an important goal in any situation where teaching and learning are to take place, especially in courses that tend to be unpopular because they are required. If the point system encourages greater optimism toward the course, this could tend to create a self-fulfilling prophecy in the classroom. Psychologists have demonstrated that the power of expectation alone can influence the behavior of others. (Rosenthal, 1968) Further investigation is needed to determine whether this self-fulfilling prophecy actually exists.

Results indicate sources such as tapes and television programs must be selected with great care. Not

just any source will do. In practice most sources that seem promising do not meet criteria of ease of understanding or high level of interest.

Care must be taken not to let outside source evaluations become the entire means of grading. They serve as an alternate means of evaluation. It is also important to maintain high standards for written work, especially for quality of personal and academic reactions. It is recommended the two reactions be written separately and that the student give examples to back his statements.

The outside source evaluation can be a means whereby the student shows he has studied and comprehends the material. The weight to give to objective tests would depend on what facts, concepts, etc. the teacher felt the student should know and how he felt the student should demonstrate his learning.

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APPENDIX

TABLE 1

FREQUENCY DISTRIBUTION OVER THE NUMBER OF ALTERNATIVES, STANDARD DEVIATION, MEAN, CHI-SQUARE AND POINT BISERIAL CORRELATION COEFFICIENT FOR EACH ITEM

	Alternatives						SD	Mean	Chi-Sq.	Corr W Scale Minus Item
1. I think abstracts were graded fairly	0	1	2	24	2	19	1.10	3.75	50.54	0.22
2. Overall rating of the course	1	3	4	29	6	5	1.04	3.06	50.56	0.23
3* Tests were written in a confusing way	0	5	6	21	5	11	1.24	2.77	19.50	0.16
4. Compared to other courses that I have taken, this course was	0	2	5	24	8	9	1.04	3.35	30.12	0.37
5. The "outside sources" were the best part of the course	0	10	6	22	5	5	1.21	2.77	21.79	0.39
6. The course allowed enough variety to choose from in earning points	0	0	1	8	8	31	0.85	4.44	65.54	0.51
7. Abstracts should be graded on a higher scale	0	12	3	14	7	12	1.50	3.08	8.46**	-0.31
8* From what I have heard of other past and present Social Science classes, this class was	2	8	12	21	4	1	1.07	3.58	25.37	0.23
9. I studied for this course	3	10	1	18	9	7	1.49	2.85	15.81	0.07
10* Changing assignments and dates bothered me	0	27	3	12	3	3	1.29	4.00	45.75	0.20
11* I had very much trouble with getting tapes copied	2	28	2	7	3	6	1.52	4.02	47.87	-0.01

TABLE 1 - Continued

	Alternatives						SD	Mean	Chi-Sq.	Corr. W Scale Minus Item
12* I think that the test results reflect what I actually learned more accurately than the grades I received on abstracts	0	17	7	13	3	8	1.46	3.46	12.42**	-0.06
13. The Edwards Personal Preference Test was worth the time to take and write about	0	15	7	17	2	7	1.37	2.56	16.17	0.03
14. By writing summaries and reactions to the various articles and outside sources I learned more than I would have by only listening, reading, and taking tests	0	6	2	7	10	23	1.39	3.88	26.79	0.35
15. Donna's age affected me positively.	2	32	3	8	1	2	1.15	1.58	70.79	0.09
16. More learning situations such as games, group activities, should be used	1	9	7	19	3	9	1.38	2.85	14.52	0.04
17. Having two teachers is better than having one	0	3	1	18	3	23	1.23	3.88	42.83	0.31
18. Donna explained important ideas well	1	2	2	25	9	9	1.10	3.38	36.81	0.45
19. George explained important ideas well	0	0	1	14	13	20	0.90	4.08	31.79	0.32
20. Did you read the hand-outs?	0	1	1	16	4	26	1.08	4.10	50.96	0.05
21. This course caused me to think	0	1	0	20	10	17	0.98	3.88	34.29	0.23

TABLE 1 - Continued

	Alternatives						SD	Mean	Chi-Sq.	Corr. W Scale Minus Item
22. Donna's age affected me negatively	3	16	1	16	5	7	1.56	2.52	19.15	0.35
23. I especially liked the grading system	0	8	1	9	11	19	1.45	3.67	17.42	0.51
24. More points should be given for doing mini-projects	0	2	0	15	12	19	1.05	3.67	28.46	-0.04
25. I learned much more from the "outside options" than from assigned readings		13	9	19	22	2	1.24	2.52	18.67	0.23
26. Writing abstracts forces me to sit and think about what I have read	1	1	4	6	3	33	1.28	4.25	73.90	0.28

*Following item number means a reversed item.

**Chi-Square not significant at the .01 level.

TABLE 2

ITEMS WITH POINT BISERIAL CORRELATION COEFFICIENTS BETTER THAN 0.19

	Biserial Correlation	Item Mean	SD	Chi-sq.
1. I think abstracts were graded fairly	0.22	3.75	1.10	50.54
2. Overall rating of the course	0.23	3.06	1.04	50.56
4. Compared to other courses that I have taken, this course was	0.37	3.35	1.04	30.12
5. The outside courses were the best part of the course	0.39	2.77	1.21	21.79
6. The course allowed enough variety to choose from in earning points	0.51	4.44	0.85	65.54
8* From what I have heard of other past and present Social Science 101 classes, this class was	0.23	3.58	1.07	25.37
10* Changing assignments and dates bothered me	0.20	4.00	1.29	45.75
14. By writing summaries and reactions to the various articles and outside sources, I learned more than I would have by only listening, reading, and taking tests	0.35	3.88	1.39	26.79
17. Having two teachers is better than having one	0.31	3.88	1.23	42.83
18. Donna explained important ideas well	0.45	3.38	1.10	36.81
19. George explained important ideas well	0.32	4.08	0.90	31.79

TABLE 2 - Continued

	Biserial Correlation	Item Mean	SD	Chi-sq.
21. This course caused me to think	0.23	3.88	0.98	34.29
22. Donna's age affected me negatively	0.35	2.52	1.56	19.18
23. I especially liked the grading system	0.51	3.67	1.45	17.42
25. I learned much more from the "butside options" than from assigned readings	0.23	2.52	1.24	18.16
26. Writing abstracts forces me to sit and think about what I have read	0.28	4.25	1.28	73.90

*Following item number means a reversed item.

TABLE 3

Scale Scores for Each Subject	Rank Order of Scale Scores
76	106
94	104
96	102
77	102
83	100
90	100
92	98
84	95
92	97
94	97
77	96
93	96
98	96
70	93
90	94
106	94
73	92
91	92
66	92
78	92
97	92
74	91
96	91
92	90
98	90
96	90
100	90
80	87
85	87
81	86
87	85
92	85
84	84
90	84
80	83
85	82
82	85
102	80
91	78
87	77
104	77
86	76
100	74
66	73
97	70

TABLE 3 - Continued

Scale Scores for Each Subject	Rank Order of Scale Scores
92	66
102	66
90	

Mean = 88.22 Mode = 92 Median = 90

TABLE 4

FREQUENCY DISTRIBUTION OF STUDENTS' TOTAL SCORES ON QUESTIONNAIRE

Interval	Frequency
100 - 109	6
90 - 99	21
80 - 89	11
70 - 79	7
60 - 69	3

TABLE 5

INTER-ITEM CORRELATION MATRIX

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
1. I think abstracts were graded fairly		.40																								
2. Overall rating of the course	.40																									
3. Tests were written in a confusing way											.40	-.38														
4. Compared to other courses I have taken																										
5. "Outside sources" were best part ...						.45																.53			.41	
6. Course allowed variety in earning points					.45									.50								.48				
7. Abstracts should be graded on higher scale	-.40						-.42											-.39				-.38	-.42	.39		
8. *Compared to other courses this course was						-.42																				
9. I studied for this course															.45											
10. *Changing assignments and dates bothered me																										
11. *I had trouble getting tapes		.40																								
12. *Test results reflect more accurately what I learned than grades on abstracts		.38																								
13. The Edwards Personal Preference Test was worth the time to take and write about																										
14. Learned more by writing summaries & reactions than by listening, reading, and taking tests					.50																					
15. Donna's age affected me negatively									.45																	
16. More games, group activities should be used																										
17. Having two teachers is better than one																		.47								
18. Donna explained important ideas and concepts well																	.47					.52	.51			
19. George explained important ideas and concepts well																							.44			
20. Did you read the handouts?																										
21. This course caused me to think																										
22. Donna's age affected me negatively							-.38											.52								
23. I especially liked the grading system					.53	.48	-.42											.51	.44			.43	.43			
24. More points should be given for doing mini-projects							.39																			
25. I learned more from the "outside options" than from assigned readings.					.41																					
26. Writing abstracts forces me to sit and think about what I am doing																										

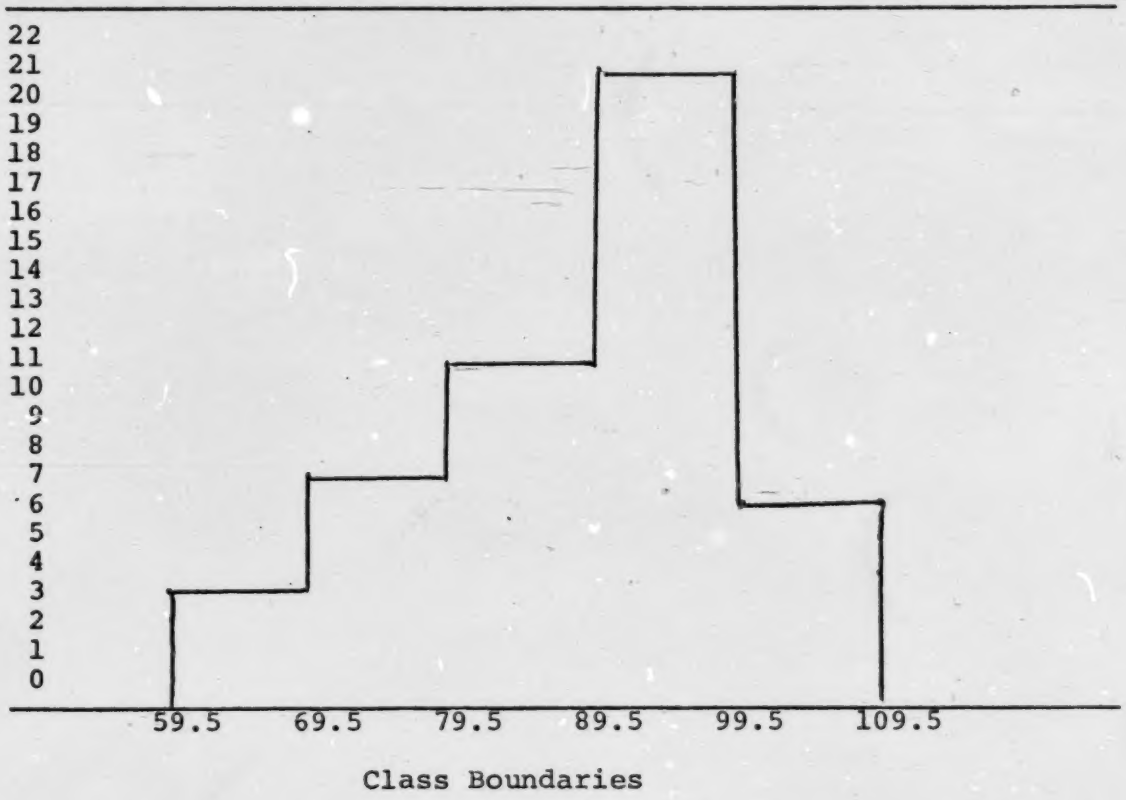
$p < .05 = .38$; $p < .01 = .44$ with 25 degrees of freedom

*Following item number means reversed item.

FIGURE 1

HISTOGRAM OF STUDENTS' TOTAL SCORES

ON QUESTIONNAIRE



HANDOUT

SOCIAL SCIENCE 101
SEQUENCE 3031
ROOM 2151

Rational

We will explore the complex variables that underlie individual and social life, gathering and exploring our data through various methods. Our goal is to gain a wider perspective on society, to sharpen our ability to observe, interpret, adjust to and/or change group and individual facts of life. Our ideas come mainly from sociology, psychology, and anthropology--areas of special interest within the social sciences.

Course Outline

Week 1	May 6-9	Scientific Method, Creative Problem Solving and Social Stratification
Week 2	May 13 - 16	Socialization, Values, Roles
Week 3	May 20-23	Psychological Schools of Thought
Week 4	May 28-30	Groups, Deviance and Anomie
Week 5	June 3-6	Culture
Week 6	June 8-13	Institutions

Grades due: Friday, June 14

Textbooks

Mirror of Man by Jane Dabagian
Recommended: Basic Principles of the Social Sciences, Horton and Horton, et al.

Evaluation

A point system is used. 60 points A, 50-59 B, 40-49 C, 30-39 D, less than 30 F. All work except book reports due at the end of the week for which credit is desired. Your work will be returned promptly the next week. Keep track of the number of points you are earning--save your work and add up your points. Last day for withdrawal is Friday, May 31. W cannot be given at the end of the semester.

HANDOUT - Continued

Basis for Awarding Points

Six tests: one at the end of every week. These are objective multiple-choice, true-false, matching. You will need a testing pencil; the tests are machine scored and marks made with other objects will not appear. No make up. A-5, B-4, B-3, C-2, D-1. Possible 30 points.

12 Abstracts. One point each. Two points for a superior job. Possible 12 points.

An abstract is a summary, in your own words, of the contents of an article you have read. An abstract allows the reader to judge and react to ideas as they are expressed by writers.

Format:

1. Headings-identify the articles by writing the author's name, the title of the article, the name of the periodical or book, its date, volume and number, and pages. Example William Vesta, "A Study of the Political Systems in Africa," International Politics, June 1964, Vol. 38, No. 5, pp. 523-538.

2. Use both sides of one 5 x 8 card.

3. Start of Abstract--begin your abstract by summarizing the main ideas of the author.

4. Reaction to Article--In your own words, write your thoughts about the article you have read. We would like the learning process to be more than just knowing information, remembering what someone said or wrote. Therefore it is important for students to respond to all teaching resources. The simplest form of response is to interact with someone else about how you see, hear, and feel about the resource.

5. Evaluation-familiarity with subject, conciseness, originality of thought, legibility.

Attendance. 10 points--given for attending all but two classes. a point off for every class missed in excess of two.

12 Outside Source Evaluations. Possible 12 points.

HANDOUT - Continued

Following the format for the abstract you may evaluate and react to two non-text book sources a week. At the end of your evaluation explain how it relates to this course. Outside sources include Life-Lab tapes, movies, T.V. Documentaries, articles from Psychology Today, interviews, etc.

Six Mini-Projects. Due two days after the week for which credit is desired ends. Suggested projects will be given out at the start of every week.

Three points for a good written report, four points for a good oral report. Possible 18 points.

Two Book Reports. First due May 22, second June 12. None may be handed in after respective deadline. Ask for guidance. Seven points for an exceptional job, five for a good job, and three for an average job. Possible 14 points.

Choose the way you want to earn your grade. None of the above activities are required. Tailor the means of evaluation to your strengths as a learner. Following the above program, you should have no trouble earning the grade you desire. Make up your mind if you are willing to do the work required of you at the beginning of the term.

Office Hours and Other Information.

Your instructor is George Emerson. Donna Goldstein is my teaching assistant. My office hours are 8:30-9:00, 1:00-1:30 or by appointment. I will be on campus until at least 2:00 on most days. Donna's hours are similar. Our office is in Room 2256. The telephone number is 685-4347. If you come to see me or call always leave a message.

If you are handing in written work, dont plagiarize (copy any part of a work already published). Even if you can't do a perfect job, making a try is appreciated (not to mention how much more benefit YOU will get from the experience.)

QUESTIONNAIRE

The purpose of this Evaluation is to help us improve our teaching performance and capabilities--therefore your cooperation is essential. Please answer the following questions as honestly and fairly as you can.

1. I think abstracts were graded fairly

1	2	3	4	5
not at all		somewhat		very much

2. Overall rating of the course

5	4	3	2	1
an outstanding course		a reasonably good course		a very poor course

3. Tests were written in a confusing way

5	4	3	2	1
very much		somewhat		not at all

4. Compared to other courses that I have taken this course was

5	4	3	2	1
outstanding		reasonably good		very poor

5. The "outside sources" were the best part of the course

5	4	3	2	1
very much		somewhat		not at all

6. The course allowed enough variety to choose from in earning points

1	2	3	4	5
not at all		somewhat		very much

7. Abstracts should be graded on a higher scale

1	2	3	4	5
not at all		somewhat		very much

8. From what I have heard of other past and present Social Science 101 classes this class was

1	2	3	4	5
outstanding		reasonably good		very poor

QUESTIONNAIRE (Continued)

9. I studied for this course

5	4	3	2	1
more than for similar others		about the same as for similar others		less than for similar others

10. Changing assignments and dates for tests, bothered me

5	4	3	2	1
very much		somewhat		not at all

11. I had very much trouble with getting tapes copied up in the Audio-Visual Department

5	4	3	2	1
very much		somewhat		not at all

12. I think that the test results reflect what I actually learned--more accurately than the grades I received on abstracts and mini-projects

5	4	3	2	1
very much		somewhat		not at all

14. By writing summaries and reactions to the various articles and outside sources, I learned more than I would have by only listening, reading, and taking tests

5	4	3	2	1
very much		somewhat		not at all

15. Donna's age affected me negatively

5	4	3	2	1
very much		somewhat		not at all

16. More learning situations such as games, group activities, and solving case studies should be used.

5	4	3	2	1
very much		somewhat		not at all

17. Having two teachers is better than having one

5	4	3	2	1
very much		somewhat		not at all

18. Donna explained important ideas and concepts well

1	2	3	4	5
not at all		somewhat		very much

QUESTIONNAIRE (Continued)

19. George explained important ideas and concepts well

1	2	3	4	5
not at all		somewhat		very much

20. Did you read the hand outs?

1	2	3	4	5
not at all		sometimes		all the time

21. This course caused me to think

5	4	3	2	1
all the time		sometimes		not at all

22. Donna's age affected me positively

1	2	3	4	5
not at all		somewhat		very much

23. I especially like the grading system

1	2	3	4	5
not at all		somewhat		very much

24. More points should be given for doing mini-projects

1	2	3	4	5
not at all		somewhat		very much

25. I learned much more from the "outside options" (such as tapes, etc.) than from assigned readings (handouts not included)

1	2	3	4	5
not at all		somewhat		very much

26. Writing abstracts forces me to sit and think about what I have read

5	4	3	2	1
very much		somewhat		not at all

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